

**AMENDMENT IN THE NATURE OF A SUBSTITUTE
TO H.R. 1995, AS REPORTED
OFFERED BY MR. MARTINEZ OF CALIFORNIA**

Strike all after the enacting clause and insert the following:

1 SECTION 1. SHORT TITLE.

2 This Act may be cited as the “Smart Classrooms
3 Act”.

4 SEC. 2. SMART CLASSROOMS.

5 (a) IN GENERAL.—Title II of the Elementary and
6 Secondary Education Act of 1965 (20 U.S.C. 6601 et
7 seq.) is amended—

8 (1) by striking the heading for title II and in-
9 serting the following:

10 **“TITLE II—SMART**
11 **CLASSROOMS”;**

12 (2) by striking sections 2001 through 2003;

13 (3) by striking parts A, B, and D;

14 (3) by redesignating part C as part D; and

15 (4) by inserting after the title heading the fol-
16 lowing:

1 **“PART A—QUALIFIED TEACHERS IN EVERY**
2 **CLASSROOM**
3 **“Subpart 1—Findings; Purpose; Authorization of**
4 **Appropriations**

5 **“SEC. 2001. FINDINGS.**

6 “The Congress finds as follows:

7 “(1) All students can learn and achieve to high
8 standards.

9 “(2) States that have shown the most success
10 in improving student achievement are those that
11 have developed challenging content and student per-
12 formance standards, have aligned curricula and as-
13 sessments with those standards, have prepared edu-
14 cators to teach to those standards, and have held
15 schools accountable for the achievement of all stu-
16 dents against those standards.

17 “(3) Increased teachers’ knowledge of academic
18 content and effective teaching skills is associated
19 with increases in student achievement. While other
20 factors also influence learning, teacher quality makes
21 a critical difference in how well students learn,
22 across all categories of students. For example, recent
23 research has found that teachers’ expertise has a
24 greater impact on students’ achievement in reading
25 than any other in-school factor.

1 “(4) A crucial component of an effective strat-
2 egy for achieving high standards is ensuring,
3 through professional development, that all teachers
4 provide their students with challenging learning ex-
5 periences in the core academic subjects.

6 “(5) Recent research has found that teachers
7 who participate in sustained curriculum-centered
8 professional development are much more likely to re-
9 port that their teaching is aligned with high stand-
10 ards than are teachers who have not received such
11 training.

12 “(6) Research has found that high-quality pro-
13 fessional development is—

14 “(A) linked to high standards: professional
15 development activities should improve the abil-
16 ity of teachers to help all students, including fe-
17 males, minorities, children with disabilities, chil-
18 dren with limited English proficiency, and eco-
19 nomically disadvantaged children, reach high
20 State academic standards;

21 “(B) focused on content: professional de-
22 velopment activities should advance teacher un-
23 derstanding of 1 or more of the core academic
24 subject areas and effective instructional strate-

1 gies for improving student achievement in those
2 areas;

3 “(C) collaborative: professional develop-
4 ment activities should involve collaborative
5 groups of teachers, principals, administrators,
6 and other school staff from the same school or
7 district;

8 “(D) sustained: professional development
9 activities should be of sufficient duration to
10 have a positive and lasting impact on classroom
11 instruction and, to the greatest extent possible,
12 should include follow-up and school-based sup-
13 port such as coaching or study groups;

14 “(E) embedded in a plan: professional de-
15 velopment activities should be embedded in
16 school and district-wide plans designed to raise
17 student achievement to State academic stand-
18 ards; and

19 “(F) informed by research: professional de-
20 velopment activities should be based on the best
21 available research on teaching and learning.

22 “(7) Students who attend schools with large
23 numbers of poor children are less likely to be taught
24 by teachers who have met all State requirements for
25 certification or licensure or who have a solid aca-

1 demic background in the subject matter they are
2 teaching.

3 “(8) Despite the fact that every year the Na-
4 tion’s colleges and universities produce many more
5 teachers than are hired and that over 2,000,000 in-
6 dividuals who possess education degrees are cur-
7 rently engaged in activities other than teaching,
8 many school districts experience difficulty recruiting
9 and hiring enough fully qualified teachers. Among
10 the reasons researchers have found for districts hir-
11 ing less than fully qualified teachers are—

12 “(A) cumbersome and poorly coordinated
13 State licensing procedures and local hiring
14 practices;

15 “(B) the lack of reciprocity of teacher cre-
16 dentials, pensions, and credited years of experi-
17 ence across State and school district lines;

18 “(C) a lack of support for new teachers,
19 such as high-quality mentoring programs, that
20 can help reduce the attrition rate and the num-
21 ber of new teachers that school districts must
22 hire every year; and

23 “(D) compensation systems that do not
24 adequately reward teachers for improving their
25 knowledge and skills.

1 **“SEC. 2002. PURPOSE.**

2 “The purpose of this part is to support the improve-
3 ment of classroom instruction, so that all students are able
4 to achieve to challenging State content and student per-
5 formance standards in the core academic subjects, by pro-
6 viding assistance to State and local educational agencies
7 in their efforts to recruit and retain a fully qualified in-
8 structional staff by—

9 “(1) supporting States and local educational
10 agencies in continuing the task of developing chal-
11 lenging content and student performance standards
12 and aligned assessments, revising curricula and
13 teacher certification requirements, and using chal-
14 lenging content and student performance standards
15 to improve teaching and learning;

16 “(2) assisting high-poverty local educational
17 agencies and low-performing local educational agen-
18 cies that have the greatest difficulty in recruiting
19 and retaining fully qualified teachers;

20 “(3) supporting States and local educational
21 agencies, in partnerships with institutions of higher
22 education, to recruit and retain teachers in subject
23 areas in which the State has determined there to be
24 a shortage of teachers;

25 “(4) ensuring that all instructional staff have
26 the subject matter knowledge and teaching skills

1 necessary to teach effectively in all subjects in which
2 they provide instruction;

3 “(5) providing assistance to new teachers dur-
4 ing their first 3 years in the classroom; and

5 “(6) ensuring that teachers, principals, admin-
6 istrators, and other school staff have access to pro-
7 fessional development that is aligned with challeng-
8 ing State content and student performance stand-
9 ards in the core academic subjects.

10 **“SEC. 2003. AUTHORIZATION OF APPROPRIATIONS.**

11 “(a) SUBPART 2.—For the purpose of carrying out
12 subpart 2, there are authorized to be appropriated
13 \$1,500,000,000 for fiscal year 2000, \$1,875,000,000 for
14 fiscal year 2001, \$2,250,000,000 for fiscal year 2002,
15 \$2,625,000,000 for fiscal year 2003, and \$3,000,000,000
16 for fiscal year 2004.

17 “(b) SUBPART 3.—For the purpose of carrying out
18 subpart 3, there are authorized to be appropriated
19 \$40,000,000 for fiscal year 2000 and such sums as may
20 be necessary for each of fiscal years 2001 through 2004.

21 **“Subpart 2—State and Local Activities**

22 **“SEC. 2011. ALLOCATIONS TO STATES.**

23 “(a) IN GENERAL.—In the case of each State that
24 in accordance with section 2013 submits to the Secretary
25 an application for a fiscal year, and has that application

1 approved under section 2013(c), the Secretary shall make
2 a grant for the year to the State for the uses specified
3 in section 2012. The grant shall consist of the allocation
4 determined for the State under subsection (b) or (c).

5 “(b) RESERVATION OF FUNDS.—From the amount
6 made available to carry out this subpart for any fiscal
7 year, the Secretary shall reserve—

8 “(1) $\frac{1}{2}$ of 1 percent to provide assistance to the
9 Virgin Islands, Guam, American Samoa, and the
10 Commonwealth of the Northern Mariana Islands, to
11 be distributed among these outlying areas on the
12 basis of their relative need, as determined by the
13 Secretary in accordance with the purpose of this
14 part; and

15 “(2) $\frac{1}{2}$ of 1 percent for the Secretary of the In-
16 terior for activities under this subpart for teachers,
17 principals, administrators, and other school staff in
18 schools operated or funded by the Bureau of Indian
19 Affairs.

20 “(c) STATE ALLOCATIONS.—

21 “(1) IN GENERAL.—After reserving funds
22 under subsection (b), the Secretary shall allocate the
23 remaining amount made available to carry out this
24 subpart for any fiscal year among the 50 States, the

1 District of Columbia, and the Commonwealth of
2 Puerto Rico as follows:

3 “(A) 50 percent of such amount shall be
4 allocated among such States on the basis of
5 their relative populations of individuals aged 5
6 through 17, as determined by the Secretary on
7 the basis of the most recent satisfactory data.

8 “(B) 50 percent of such amount shall be
9 allocated among such States in proportion to
10 the number of children, aged 5 to 17, who re-
11 side within the State from families with in-
12 comes below the poverty line (as defined by the
13 Office of Management and Budget and revised
14 annually in accordance with section 673(2) of
15 the Community Services Block Grant Act (42
16 U.S.C. 9902(2))) applicable to a family of the
17 size involved for the most recent fiscal year for
18 which satisfactory data are available, compared
19 to the number of such individuals who reside in
20 all such States for that fiscal year.

21 “(2) MINIMUM ALLOCATION.—No State receiv-
22 ing an allocation under paragraph (1) may receive
23 less than $\frac{1}{4}$ of 1 percent of the total amount made
24 available to carry out this subpart for any fiscal year
25 and not reserved under subsection (b).

1 **“SEC. 2012. WITHIN-STATE ALLOCATIONS.**

2 “(a) SUBGRANTS TO LOCAL EDUCATIONAL AGEN-
3 CIES.—

4 “(1) IN GENERAL.—Each State receiving a
5 grant under this subpart shall expend at least 92
6 percent of the amount of the funds provided under
7 the grant for the purpose of making subgrants to
8 local educational agencies as follows:

9 “(A) subject to paragraph (2), 80 percent
10 of such amount shall be allocated as follows:

11 “(i) 60 percent shall be allocated
12 among local educational agencies having an
13 approved application under section 2017 in
14 proportion to the number of children, aged
15 5 to 17, who reside within the jurisdiction
16 served by the agency from families with in-
17 comes below the poverty line (as defined by
18 the Office of Management and Budget as
19 revised annually in accordance with section
20 673(2) of the Community Services Block
21 Grant Act (42 U.S.C. 9902(2))) applicable
22 to a family of the size involved for the
23 most recent fiscal year for which satisfac-
24 tory data are available, compared to the
25 number of such children who reside in all
26 such jurisdictions for that fiscal year.

1 “(ii) 40 percent shall be allocated
2 among local educational agencies having an
3 approved application under section 2017
4 on the basis of their relative populations of
5 children aged 5 to 17, as determined by
6 the Secretary on the basis of the most re-
7 cent satisfactory data.

8 “(B) 20 percent of such amount shall be
9 used to provide additional funds to local edu-
10 cational agencies, and partnerships described in
11 section 2016(b)(1), having an approved applica-
12 tion under section 2018 in accordance with
13 such section.

14 “(2) MINIMUM AMOUNT.—Notwithstanding
15 paragraph (1)(A), a local educational agency may
16 not receive an allocation under such paragraph for
17 any fiscal year that is less than its allocation for fis-
18 cal year 1999 under section 2203(1) of this Act (as
19 in effect on the day before the date of the enactment
20 of the Smart Classrooms Act). If the amount avail-
21 able for allocations under paragraph (1)(A) is insuf-
22 ficient to satisfy the preceding sentence, each alloca-
23 tion under such paragraph shall be ratably reduced.

24 “(b) SUBGRANTS TO PARTNERSHIPS.—Each State
25 receiving a grant under this subpart shall expend at least

1 2 percent of the amount of the funds provided under the
2 grant for the purpose of making subgrants to partnerships
3 under section 2016.

4 “(c) STATE-LEVEL ACTIVITIES.—Each State receiv-
5 ing a grant under this part may expend not more than
6 6 percent of the amount of the funds provided under the
7 grant for one or more of the State-level activities described
8 in section 2015.

9 “(d) ADMINISTRATION AND EVALUATIONS.—Subject
10 to section 2023, each State receiving a grant under this
11 subpart or part C shall expend not more than $\frac{1}{6}$ of its
12 allocation under subsection (c) for—

13 “(1) its costs of administering this subpart and
14 part C;

15 “(2) evaluations of the effectiveness of activities
16 under this subpart and part C, including effective-
17 ness as measured using the indicators of program
18 performance described in section 2451; and

19 “(3) reports required under section 2208, if the
20 State receives funds under part C.

21 **“SEC. 2013. STATE APPLICATION.**

22 “(a) APPLICATIONS REQUIRED.—

23 “(1) IN GENERAL.—Each State desiring to re-
24 ceive its allocation under this subpart shall submit,
25 through its State educational agency, an application

1 to the Secretary at such time, in such form, and
2 containing such information as the Secretary reason-
3 ably may require.

4 “(2) CONSULTATION.—The State educational
5 agency shall develop the State application—

6 “(A) in consultation with the State agency
7 for higher education, community-based and
8 other nonprofit organizations of demonstrated
9 effectiveness in professional development, and
10 institutions of higher education; and

11 “(B) with the extensive participation of
12 teachers, teacher educators, school administra-
13 tors, and content specialists.

14 “(b) CONTENTS.—Each such application shall in-
15 clude the following:

16 “(1) A description of how the State educational
17 agency will use all funds received under this subpart
18 to implement State plans or policies that support
19 comprehensive standards-based education reform
20 through the following strategies:

21 “(A) Supporting the alignment of curricula
22 and assessments with challenging State content
23 and student performance standards.

24 “(B) Supporting local educational agencies
25 in their efforts to recruit and retain fully quali-

1 fied teachers, with special consideration given to
2 recruiting highly qualified teachers from minor-
3 ity and other historically underrepresented
4 groups, including bilingual teachers.

5 “(C) Ensuring that teachers employed by
6 local educational agencies are proficient in con-
7 tent knowledge and teaching skills in all sub-
8 jects in which they provide instruction.

9 “(D) Providing professional development,
10 aligned with State content and student per-
11 formance standards, in core academic subjects.

12 “(2) A plan for ensuring that all teachers
13 teaching in schools served under this part are fully
14 qualified not later than November 1, 2003.

15 “(3) An assurance that teacher aides or other
16 paraprofessionals who are not fully qualified teach-
17 ers provide instruction to students only under the di-
18 rect and immediate supervision of a fully qualified
19 teacher, and have received the professional develop-
20 ment necessary to perform their duties.

21 “(4) A description of the process the State edu-
22 cational agency will use to make competitive awards
23 to local educational agencies under section 2018, in-
24 cluding a description of—

1 “(A) the State’s criteria for classifying
2 local educational agencies as among those hav-
3 ing the greatest need for services provided
4 under this subpart and its justification for
5 those criteria;

6 “(B) the State’s strategies for ensuring
7 that local educational agencies that have his-
8 torically had little success in competing for
9 funds are provided a reasonable opportunity
10 compete for subgrants;

11 “(C) the State’s criteria for determining
12 the amounts that it will award to recipients and
13 the criteria for providing noncompetitive renew-
14 als of subgrants; and

15 “(D) the technical assistance that the
16 State educational agency will provide, under
17 section 2018(e)(2), to local educational agencies
18 that it identifies as having the greatest need for
19 services and that fail to receive an award under
20 section 2018.

21 “(5) A description of how the State educational
22 agency will ensure that all recipients of funds under
23 this subpart will report on their level of performance
24 based on the program performance indicators de-
25 scribed in section 2451.

1 “(6) A list of any additional indicators of pro-
2 gram performance, beyond those described in section
3 2451, on which the State educational agency and the
4 State agency for higher education will require recipi-
5 ents to report.

6 “(7) A set of specific, numerical, annual goals
7 for each of the performance indicators required
8 under section 2451 and for any additional indicators
9 that the State elects to use for measuring the
10 progress of the State and local educational agencies
11 receiving funds under this subpart.

12 “(8) A description of how the State will coordi-
13 nate professional development activities authorized
14 under this subpart with professional development ac-
15 tivities provided under other Federal, State, and
16 local programs, including those authorized under
17 title I, title III, title IV, part A of title VII, and
18 (where applicable) the Individuals with Disabilities
19 Education Act and the Carl D. Perkins Vocational
20 and Technical Education Act. The application shall
21 also describe the comprehensive strategy that the
22 State will take as part of such coordination effort,
23 to ensure that teachers are trained in the utilization
24 of technology so that technology and its applications
25 are effectively used in the classroom to improve

1 teaching and learning in all curriculum and content
2 areas, as appropriate.

3 “(c) APPROVAL.—The Secretary shall, using a peer-
4 review process, approve a State application if it meets the
5 requirements of this section and holds reasonable promise
6 of achieving the purpose described in section 2002.

7 **“SEC. 2014. STATE ACCOUNTABILITY.**

8 “(a) ANNUAL REPORTS.—Each State educational
9 agency that receives funds under this subpart and part
10 C shall, beginning in fiscal year 2002, annually compile,
11 publish, submit to the Secretary, and distribute to the
12 public, a report including the following information:

13 “(1) The percentage of teachers teaching in the
14 State who have not met State qualifications and li-
15 censing criteria for the grade levels and subject
16 areas in which they provide instruction.

17 “(2) The percentage of teachers teaching in the
18 State under emergency or other provisional status
19 through which State qualifications or licensing cri-
20 teria have been waived.

21 “(3) The percentage of teachers teaching in the
22 State who do not hold a postsecondary degree with
23 a major in the subject areas in they provide instruc-
24 tion.

25 “(4) The average class size.

1 “(5) The percentage of teachers with certifi-
2 cation from the National Board for Professional
3 Teaching Standards.

4 “(6) Information on the progress of recipients
5 of subgrants under this subpart, measured based on
6 the program performance indicators described in
7 section 2041 and any additional indicators included
8 in the State’s application.

9 “(7) Student achievement.

10 “(8) Such other information as the Secretary
11 may reasonably require.

12 “(b) DISAGGREGATED DATA.—

13 “(1) IN GENERAL.—Data collected for the pur-
14 pose of carrying out this section shall be
15 disaggregated by State, local educational agency,
16 and school.

17 “(2) DATA ON STUDENT ACHIEVEMENT.—Data
18 collected for the purpose of carrying out subsection
19 (a)(7) shall also be disaggregated by the following:

20 “(A) Gender.

21 “(B) Each major racial and ethnic group.

22 “(C) English proficiency status.

23 “(D) Students with disabilities as com-
24 pared to nondisabled students.

1 “(E) Economically disadvantaged students
2 as compared to students who are not economi-
3 cally disadvantaged.

4 **“SEC. 2015. STATE-LEVEL ACTIVITIES.**

5 “Each State shall use funds it reserves under section
6 2012(c) to carry out activities described in its approved
7 application that promote high-quality classroom instruc-
8 tion, such as—

9 “(1) supporting the continued improvement of
10 State content and student performance standards
11 and assessments aligned with those standards;

12 “(2) providing technical assistance and other
13 services to increase the capacity of local educational
14 agencies and schools to develop and implement sys-
15 temic local improvement plans, implement State and
16 local assessments, and develop curricula consistent
17 with State content and performance standards;

18 “(3) supporting the development and implemen-
19 tation, at the local educational agency and school-
20 building level, of improved systems for recruiting, se-
21 lecting, hiring, mentoring, supporting, evaluating,
22 and rewarding principals and fully qualified teach-
23 ers;

24 “(4) redesigning and strengthening professional
25 licensure systems for educators;

1 “(5) developing performance-based assessment
2 systems for full teacher licensure;

3 “(6) establishing, expanding, or improving rig-
4 orous alternative routes to State certification or li-
5 censure that lead to certification within 2 years and
6 require applicants to meet the same standards and
7 pass the same tests as other applicants;

8 “(7) developing or strengthening assessments to
9 test the content knowledge and teaching skills of
10 new teachers;

11 “(8) developing and implementing professional
12 development opportunities for teachers, principals,
13 administrators, and other school staff based on
14 State content and student performance standards;

15 “(9) operating a teacher academy that estab-
16 lishes and demonstrates models for local educational
17 agencies to improve teaching and learning through
18 activities such as—

19 “(A) using master teachers to mentor and
20 train student teachers; and

21 “(B) providing ongoing professional devel-
22 opment opportunities and support for teachers;

23 “(10) providing professional development pro-
24 grams that enable teachers to effectively commu-
25 nicate with parents in the education process to sup-

1 port classroom instruction and work effectively with
2 parent volunteers;

3 “(11) executing policies and practices that will
4 ensure that low-income and minority students are
5 not taught by emergency certified or unqualified
6 teachers at rates higher than other students; and

7 “(12) increasing the portability of teacher pen-
8 sions and reciprocity of teaching credentials across
9 State lines.

10 **“SEC. 2016. SUBGRANTS TO PARTNERSHIPS.**

11 “(a) ADMINISTRATION.—From the funds made avail-
12 able to it under section 2012(b) for any fiscal year, a State
13 agency for higher education may use not more than 5 per-
14 cent for its expenses in administering this section, includ-
15 ing conducting evaluations and reporting under subsection
16 (g).

17 “(b) SUBGRANTS TO PARTNERSHIPS.—

18 “(1) IN GENERAL.—

19 “(A) PARTNERSHIPS.—For the purpose of
20 providing professional development to elemen-
21 tary and secondary school teachers in a local
22 educational agency that is both a high-poverty
23 local educational agency and a low-performing
24 local educational agency, a State agency for
25 higher education, subject to subsection (a) and

1 in conjunction with the State educational agen-
2 cy, shall use the funds made available to it
3 under section 2012(b) for any fiscal year to
4 make subgrants to partnerships consisting of—

5 “(i) one or more institutions of higher
6 education (including historically Black col-
7 leges and universities and Hispanic-serving
8 institutions), or nonprofit organizations of
9 demonstrated effectiveness in providing
10 professional development in the core aca-
11 demic subjects; and

12 “(ii) a local educational agency that is
13 both a high-poverty local educational agen-
14 cy and a low-performing local educational
15 agency, or more than one such agency.

16 “(B) REQUIREMENT FOR INSTITUTIONS OF
17 HIGHER EDUCATION.—Participating institutions
18 of higher education shall meet the criteria
19 under section 203(a)(2)(A)(i) of the Higher
20 Education Act of 1965.

21 “(2) SIZE, DURATION, AND PEER REVIEW.—

22 Each subgrant under this section shall be—

23 “(A) of sufficient size and duration to
24 carry out the purpose of this subpart effec-
25 tively; and

1 “(B) awarded, using a peer-review process,
2 on a competitive basis.

3 “(3) PRIORITY.—In making subgrants under
4 this section, a State agency for higher education
5 shall give a priority to projects that focus on induc-
6 tion programs for new teachers.

7 “(4) OTHER FACTORS.—In making subgrants
8 under this section, a State agency for higher edu-
9 cation shall consider—

10 “(A) the need for the proposed professional
11 development activities in the jurisdiction of the
12 local educational agency; and

13 “(B) the quality of the proposed program
14 and its likelihood of success in improving class-
15 room instruction and student academic achieve-
16 ment.

17 “(c) PARTNERSHIP AGREEMENTS.—No institution of
18 higher education or nonprofit organization may receive a
19 subgrant under this section unless it enters into a written
20 agreement with at least one local educational agency that
21 is both a high-poverty local educational agency and a low-
22 performing local educational agency to provide profes-
23 sional development to elementary and secondary school
24 teachers in the schools of that agency in the core academic
25 subjects. Each such agreement shall identify specific goals

1 for how the professional development that the subgrantee
2 provides will enhance the ability of those teachers to pre-
3 pare all students, including females, minorities, students
4 with disabilities, students with limited English proficiency,
5 and economically disadvantaged students, to achieve to
6 challenging State content and student performance stand-
7 ards in all subjects in which those teachers provide in-
8 struction.

9 “(d) COORDINATION.—Any professional development
10 activities carried out under this section by a partnership
11 shall be coordinated with activities carried out under title
12 II of the Higher Education Act of 1965 (20 U.S.C. 1021
13 et seq.), if any member of the partnership is participating
14 in programs funded under that title.

15 “(e) JOINT EFFORTS WITHIN INSTITUTIONS OF
16 HIGHER EDUCATION.—In the case of a partnership that
17 includes an institution of higher education, each activity
18 assisted under this section shall involve the joint effort of
19 the institution’s school or department of education and the
20 schools or departments responsible for the specific dis-
21 ciplines in which the professional development will be pro-
22 vided.

23 “(f) USES OF FUNDS.—A recipient of funds under
24 this section shall use those funds for—

1 “(1) research-based programs to assist new
2 teachers during their first 3 years in the classroom,
3 which may include—

4 “(A) mentoring and coaching by appro-
5 priately trained and certified teachers;

6 “(B) team teaching with experienced
7 teachers;

8 “(C) observation by, and consultation with,
9 experienced teachers and higher education fac-
10 ulty;

11 “(D) assignment of fewer course prepara-
12 tions; and

13 “(E) provision of additional time for prep-
14 aration;

15 “(2) professional development in the core aca-
16 demic subjects, aligned with State content and stu-
17 dent performance standards, for teams of teachers
18 from a school or local educational agency and, where
19 appropriate, principals, administrators, and other
20 school staff; and

21 “(3) providing technical assistance to school
22 and local educational agency staff for planning, im-
23 plementing, and evaluating professional development.

24 “(g) ANNUAL REPORTS.—

1 “(1) IN GENERAL.—Beginning with fiscal year
2 2002, each subgrantee under this section shall sub-
3 mit an annual report to the State agency for higher
4 education, by a date set by that agency, on its
5 progress, as measured using the indicators of part-
6 nership performance described in section 2041.

7 “(2) CONTENT.—Each such report—

8 “(A) shall include a copy of each written
9 agreement required by subsection (c); and

10 “(B) shall describe how the partners have
11 collaborated to achieve the specific goals set out
12 in the agreement, and the results of that col-
13 laboration.

14 “(3) COPY.—The State agency for higher edu-
15 cation shall provide the State educational agency
16 with a copy of each subgrantee’s annual report.

17 “(h) SPECIAL RULE.—No single participant in a
18 partnership receiving a subgrant under this section may
19 retain more than 50 percent of the funds made available
20 to the partnership under this section.

21 **“SEC. 2017. LOCAL APPLICATIONS FOR FORMULA SUB-**
22 **GRANTS.**

23 “(a) APPLICATION REQUIRED.—Each local edu-
24 cational agency desiring to receive its allocation from
25 funds made available under section 2012(a)(1)(A) for any

1 fiscal year shall submit an application to the State edu-
2 cational agency at such time, in such form, and containing
3 such information as the State educational agency reason-
4 ably may require. Each such application shall include an
5 agency-wide plan for raising student achievement against
6 State standards through each of the following strategies:

7 “(1) Supporting the alignment of curricula, as-
8 sessments, classroom instructional strategies, and
9 professional development with challenging State con-
10 tent and student performance standards.

11 “(2) Carrying out activities to recruit fully
12 qualified teachers, particularly in subject areas and
13 in schools in which there is a shortage of such teach-
14 ers with special consideration given to recruiting
15 fully qualified teachers from minority and other his-
16 torically underrepresented groups, including bilin-
17 gual teachers.

18 “(3) Ensuring that teachers employed by the
19 local educational agency are proficient in teaching
20 skills and in the content knowledge necessary to ef-
21 fectively teach the content called for by State and
22 local standards in all subjects in which they provide
23 instruction and are prepared to integrate technology
24 into the classroom.

1 “(4) Targeting funds to schools within the ju-
2 risdiction of the local educational agency that—

3 “(A) have the highest proportion of teach-
4 ers who are not fully qualified;

5 “(B) have the largest average class size; or

6 “(C) are identified for school improvement
7 under section 1116(c).

8 “(5) Carrying out activities to assist new teach-
9 ers during their first 3 years in the classroom.

10 “(6) Providing professional development in core
11 academic subjects.

12 “(b) ADDITIONAL CONTENTS.—Each such applica-
13 tion shall also—

14 “(1) identify specific, measurable goals for
15 achieving the purpose described in section 2002
16 that, at a minimum, reflect the performance indica-
17 tors described in section 2041;

18 “(2) describe how the local educational agency
19 will use funds received under this subpart to help
20 implement the plan described in subsection (a);

21 “(3) include an assurance that the local edu-
22 cational agency will collect data that measure
23 progress toward the indicators of program perform-
24 ance described in section 2041;

1 “(4) describe how the local educational agency
2 will address the needs of high-poverty, low-perform-
3 ing schools within its jurisdiction;

4 “(5) describe how the local educational agency
5 will address the needs of teachers of students with
6 limited English proficiency and other students with
7 special needs;

8 “(6) describe how the local educational agency
9 will meet the professional development needs of its
10 principals and teachers; and

11 “(7) describe how the local educational agency
12 will coordinate funds under this subpart with the
13 professional development activities funded through
14 other State and Federal programs.

15 “(c) APPROVAL.—Notwithstanding section
16 2012(a)(1)(A), a State educational agency shall approve
17 a local educational agency’s application under this section
18 only if the application satisfies the requirements of this
19 section and the State educational agency determines that
20 the application holds reasonable promise of achieving the
21 purpose described in section 2002.

22 “(d) CONSOLIDATED APPLICATION.—Local edu-
23 cational agencies may consolidate applications under this
24 section and section 2018.

1 **“SEC. 2018. LOCAL APPLICATIONS FOR COMPETITIVE SUB-**
2 **GRANTS.**

3 “(a) IN GENERAL.—Each State educational agency
4 shall use the funds described in section 2012(A)(1)(B) for
5 competitive grants to local educational agencies, and part-
6 nerships described in section 2016(b)(1), that focus pri-
7 marily on those agencies and partnerships with the great-
8 est need for—

9 “(1) activities related to the development, and
10 effective implementation, of curricula aligned with
11 state content and student performance standards;
12 and

13 “(2) professional development activities that are
14 aligned with those standards.

15 “(b) SELECTION PROCESS.—

16 “(1) IN GENERAL.—The State educational
17 agency shall award subgrants under this section
18 through a peer-review process that includes review-
19 ers who are knowledgeable in the academic content
20 areas.

21 “(2) PUBLIC AVAILABILITY.—The State edu-
22 cational agency—

23 “(A) shall provide local educational agen-
24 cies and the general public with a list of the se-
25 lection criteria that the State educational agen-

1 cy will use in making subgrants under this sec-
2 tion; and

3 “(B) at the completion of the awards proc-
4 ess, make public a complete list of applicants
5 and of the applicants that received awards.

6 “(c) DEMONSTRATION OF NEED.—The State edu-
7 cational agency shall identify the applicants with the
8 greatest need for services, based on the following objective
9 data supplied by the applicant:

10 “(1) The number or percentage of children who
11 fail to meet State performance standards on assess-
12 ments used for part A of title I.

13 “(2) The number or percentage of schools iden-
14 tified for school improvement under section 1116(c).

15 “(3) The number or percentage of teachers em-
16 ployed who have not received full State certification
17 or licensure.

18 “(4) The number or percentage of secondary
19 school teachers who do not have an academic major
20 in a subject area directly related to the area in
21 which they provide instruction.

22 “(5) The number or percentage of students liv-
23 ing in poverty.

24 “(6) The number or percentage of students who
25 have limited English proficiency.

1 “(7) The applicant’s fiscal capacity to fund pro-
2 grams described in section 2019 without Federal as-
3 sistance.

4 “(d) SELECTION OF SUBGRANTEES.—The State edu-
5 cational agency shall make awards to applicants based
6 on—

7 “(1) the quality of the applicant’s proposal and
8 the likelihood of its success in improving classroom
9 instruction and student academic achievement;

10 “(2) the demonstrated need of the applicant
11 under subsection (c); and

12 “(3) the applicant’s need for professional devel-
13 opment in mathematics and science.

14 “(e) OPPORTUNITY TO COMPETE.—

15 “(1) STRATEGIES.—To ensure that local edu-
16 cational agencies that have the greatest need are
17 provided a reasonable opportunity to compete for an
18 award, State educational agencies shall adopt at
19 least one of the following strategies:

20 “(A) Holding more than one competition
21 for funds for a fiscal year and, before each such
22 competition, providing technical assistance in
23 developing a high-quality application to local
24 educational agencies that have demonstrated

1 the greatest need but were unsuccessful in the
2 previous grant competition.

3 “(B) Holding a competition restricted to
4 local educational agencies that it has identified
5 under subsection (c) as having the greatest
6 need for services.

7 “(C) Requiring recipients seeking a re-
8 newal of a subgrant under this section to form
9 a partnership with an applicant that applied
10 for, but failed to receive, such a subgrant.

11 “(D) Providing a competitive priority to
12 those local educational agencies the State edu-
13 cational agency has identified under subsection
14 (c) as having the greatest need for services.

15 “(2) TECHNICAL ASSISTANCE.—At a minimum,
16 a State educational agency shall, after the comple-
17 tion of an award cycle and before the start of the
18 next cycle, provide technical assistance in developing
19 a high-quality application for future competitions to
20 any local educational agency identified under sub-
21 section (c) as having the greatest need for services
22 that did not receive a subgrant.

23 “(f) SCOPE OF PROJECTS.—The State educational
24 agency shall award a subgrant under this section only for

1 projects that are of sufficient size, scope, and quality to
2 achieve the purpose of this part.

3 **“SEC. 2019. USES OF FUNDS.**

4 “(a) PRIORITY FOR PROFESSIONAL DEVELOPMENT
5 IN MATHEMATICS AND SCIENCE.—

6 “(1) APPROPRIATION EQUAL TO OR LESS THAN
7 \$300,000,000.—Except as provided in section
8 2020(d), in any fiscal year for which the amount ap-
9 propriated for this subpart is \$300,000,000 or less,
10 each local educational agency shall ensure that all
11 funds received by the agency under this subpart are
12 used for professional development in mathematics
13 and science.

14 “(2) APPROPRIATION GREATER THAN
15 \$300,000,000.—Except as provided in section
16 2020(d), in any fiscal year for which the amount ap-
17 propriated for this subpart is greater than
18 \$300,000,000, each local educational agency shall
19 ensure that the amount of funds under this subpart
20 that the agency uses for professional development in
21 mathematics and science is at least as much as the
22 amount that would have been made available to the
23 agency if the amount appropriated had been
24 \$300,000,000.

1 “(3) INTERDISCIPLINARY ACTIVITIES.—In
2 meeting the requirement under paragraph (1) or (2),
3 a local educational agency may use funds under this
4 subpart for activities that focus on more than one
5 core academic subject if those activities focus pre-
6 dominantly on improving instruction in mathematics
7 or science.

8 “(4) WAIVER.—

9 “(A) APPLICATION.—A local educational
10 agency, in consultation with teachers and prin-
11 cipals, may seek a waiver of the requirements
12 under paragraph (1) or (2) from a State in
13 order to allow the local educational agency to
14 use such funds for professional development in
15 academic subjects other than mathematics and
16 science.

17 “(B) STANDARD FOR GRANTING.—A State
18 may not approve such a waiver unless the local
19 educational agency is able to demonstrate
20 that—

21 “(i) the professional development
22 needs of mathematics and science teachers,
23 including elementary teachers responsible
24 for teaching mathematics and science, have
25 been adequately met and will continue to

1 be adequately met if the waiver is ap-
2 proved;

3 “(ii) State assessments in mathe-
4 matics and science demonstrate that each
5 school within the local educational agency
6 has made and will continue to make
7 progress toward meeting the challenging
8 State content standards and student per-
9 formance standards in these areas; and

10 “(iii) State assessments in other aca-
11 demic subjects demonstrate a need to focus
12 on subjects other than mathematics and
13 science.

14 “(C) GRANDFATHER OF OLD WAIVERS.—A
15 waiver provided to a local educational agency
16 under part D of title XIV prior to the date of
17 the enactment of the Smart Classrooms Act
18 shall be deemed effective until such time as it
19 otherwise would have ceased to be effective.

20 “(b) OTHER PROFESSIONAL DEVELOPMENT ACTIVI-
21 TIES.—Each local educational agency shall ensure that
22 funds under this subpart that the agency uses for profes-
23 sional development, in areas other than mathematics or
24 science, are used to provide professional development ac-
25 tivities in one or more of the other core academic subjects.

1 “(c) OTHER USES OF FUNDS.—Subject to subsection
2 (a), a local educational agency that receives funds under
3 this subpart may use those funds for activities to raise
4 student achievement against challenging State standards,
5 in accordance with its plan described in section 2017(a),
6 which may include the following:

7 “(1) Activities to recruit fully qualified teach-
8 ers, including teachers from historically underrep-
9 resented groups, such as the provision of signing bo-
10 nuses and other financial incentives.

11 “(2) Providing the necessary education and
12 training, including paying (for programs that meet
13 the criteria under section 203(b)(2)(A)(i) of the
14 Higher Education Act of 1965 (20 U.S.C.
15 1023(b)(2)(A)(i))) the costs of college tuition and
16 other student fees to assist current teachers or other
17 school personnel who are not fully qualified teachers
18 to become fully qualified, except that, to receive
19 funds under this paragraph, an individual must be
20 within 2 years of completing an undergraduate de-
21 gree and must agree to teach in a high-poverty, low-
22 performing school for a period of at least 3 years.

23 “(3) Programs to assist new teachers during
24 their first 3 years in the classroom, such as—

1 “(A) mentoring and coaching by trained
2 mentor teachers;

3 “(B) team teaching with experienced
4 teachers;

5 “(C) observation by, and consultation with,
6 experienced teachers and higher education fac-
7 ulty;

8 “(D) assignment of fewer course prepara-
9 tions; and

10 “(E) provision of additional time for prep-
11 aration.

12 “(4) Provision of professional development
13 aligned with State content and student performance
14 standards.

15 “(5) Provision of professional development pro-
16 grams that enable teachers to effectively commu-
17 nicate with parents and involve parents in the edu-
18 cational process to support classroom instruction
19 and to work effectively with parent volunteers.

20 “(6) Participation by teams of teachers in sum-
21 mer institutes and summer immersion activities that
22 focus on preparing teachers to bring all students to
23 high standards in one or more of the core academic
24 subjects.

1 “(7) Subsidizing fees for teachers who partici-
2 pate in the assessment process of the National
3 Board for Professional Teaching Standards.

4 “(8) Teacher participation in working groups,
5 task forces, or committees, charged with adapting
6 and implementing high standards for all students,
7 including district-wide and school-based teams of
8 teachers charged with aligning curricula and lesson
9 plans with State content and student performance
10 standards and assessments.

11 “(9) Programs to implement peer-assistance
12 peer-review processes for teachers, principals, admin-
13 istrators, and other school staff.

14 “(10) Establishment and maintenance of local
15 professional networks that provide a forum for inter-
16 action among teachers and that allow for the ex-
17 change of information on advances in content and
18 pedagogy.

19 “(11) Development of incentives to encourage
20 teachers employed by the agency, and other qualified
21 individuals, to obtain proficiency in content knowl-
22 edge in a core academic subject area identified by
23 the agency as having a shortage of qualified teach-
24 ers.

1 “(12) Development and acquisition of curricular
2 materials and other instructional aids, if they are
3 not normally provided by the local educational agen-
4 cy or the State as part of the regular instructional
5 program, that will advance local reform efforts to
6 raise student achievement against State content and
7 student performance standards.

8 “(13) Providing increased opportunities for mi-
9 norities, individuals with disabilities, and other indi-
10 viduals underrepresented in the teaching profession.

11 **“SEC. 2020. LOCAL ACCOUNTABILITY.**

12 “(a) ANNUAL REPORTS.—Each local educational
13 agency that receives funds under this subpart shall, begin-
14 ning in fiscal year 2002, annually compile, publish, and
15 submit to the State educational agency a report on its ac-
16 tivities under this subpart, at such time, in such form,
17 and containing such information as the State educational
18 agency may reasonably require.

19 “(b) CONTENTS.—Each report shall include the fol-
20 lowing information:

21 “(1) The percentage of teachers teaching in the
22 jurisdiction of the agency who have not met State
23 qualifications and licensing criteria for the grade lev-
24 els and subject areas in which they provide instruc-
25 tion.

1 “(2) The percentage of teachers teaching in the
2 jurisdiction of the agency under emergency or other
3 provisional status through which State qualifications
4 or licensing criteria have been waived.

5 “(3) The percentage of teachers teaching in the
6 jurisdiction of the agency who do not hold a post-
7 secondary degree with a major in the subject areas
8 in which they provide instruction.

9 “(4) The average class size.

10 “(5) Information on the progress of schools and
11 teachers under this subpart, measured based on the
12 program performance indicators described in section
13 2041 and any additional indicators included in the
14 local educational agency’s application.

15 “(6) Student achievement.

16 “(7) Such other information as the State edu-
17 cational agency may reasonably require.

18 “(c) DISAGGREGATED DATA.—

19 “(1) IN GENERAL.—Data collected for the pur-
20 pose of carrying out this section shall be
21 disaggregated by local educational agency and
22 school.

23 “(2) DATA ON STUDENT ACHIEVEMENT.—Data
24 collected for the purpose of carrying out subsection
25 (b)(6) shall also be disaggregated by the following:

1 “(A) Gender.

2 “(B) Each major racial and ethnic group.

3 “(C) English proficiency status.

4 “(D) Students with disabilities as com-
5 pared to nondisabled students.

6 “(E) Economically disadvantaged students
7 as compared to students who are not economi-
8 cally disadvantaged.

9 “(d) FUNDING.—A local educational agency may re-
10 serve up to 5 percent of the amount it receives under sec-
11 tion 2012(a)(1)(A) to carry out this section.

12 **“SEC. 2021. PARENTS’ RIGHT TO KNOW.**

13 “Each local educational agency that receives funds
14 under this subpart shall provide, upon request, to any par-
15 ent of a student attending any school receiving funds
16 under this subpart, in an understandable and uniform for-
17 mat, information regarding the professional qualifications
18 of the student’s teacher, including—

19 “(1) whether the teacher has met State quali-
20 fication and licensing criteria for the grade levels
21 and subject areas in which the teacher provides in-
22 struction;

23 “(2) whether the teacher is teaching under
24 emergency or other provisional status through which

1 the State qualifications or licensing criteria have
2 been waived;

3 “(3) the college major of the teacher and any
4 other graduate certification or degree held by the
5 teacher, and the field or discipline of the certificate
6 or degree; and

7 “(4) the school or local educational agency’s
8 hiring policy.

9 **“SEC. 2022. TECHNICAL ASSISTANCE.**

10 “The State educational agency shall provide technical
11 assistance to local educational agencies receiving a
12 subgrant under this subpart that fail for 2 consecutive
13 years to meet their goals, as measured using the perform-
14 ance indicators described in section 2041.

15 **“SEC. 2023. CORRECTIVE ACTION.**

16 “The State educational agency shall take corrective
17 action, against any local educational agency that does not
18 make sufficient effort to comply with this subpart within
19 the time specified. In a case in which a State fails to take
20 corrective action, the Secretary shall withhold funds from
21 such State up to an amount equal to that described in
22 section 2012(d).

23 **“SEC. 2024. MAINTENANCE OF EFFORT.**

24 “No funds may be provided to a local educational
25 agency for a fiscal year under this subpart unless the

1 State educational agency is satisfied that the local edu-
2 cational agency will spend, from other sources, at least
3 as much for activities described in this subpart as the av-
4 erage amount it spent from other sources for those activi-
5 ties over the previous 3 fiscal years.

6 **“SEC. 2025. EQUIPMENT AND TEXTBOOKS.**

7 “A local educational agency may not use subgrant
8 funds under this subpart for equipment, computer hard-
9 ware, textbooks, telecommunications fees, or other items,
10 that would otherwise be provided by the local educational
11 agency, the State, or a private school whose students re-
12 ceive services under this part.

13 **“SEC. 2026. SUPPLEMENT, NOT SUPPLANT.**

14 “A local educational agency that receives funds under
15 this subpart shall use those funds only to supplement the
16 amount of funds or resources that would, in the absence
17 of those Federal funds, be made available from non-Fed-
18 eral sources for the purposes of the program authorized
19 under this subpart, and not to supplant those non-Federal
20 funds or resources.

21 **“Subpart 3—National Activities for the Improvement**
22 **of Teaching and School Leadership**

23 **“SEC. 2031. ACTIVITIES OF NATIONAL SIGNIFICANCE.**

24 “(a) IN GENERAL.—The Secretary may make grants
25 to, and enter into contracts and cooperative agreements

1 with, local educational agencies, educational service agen-
2 cies, State educational agencies, State agencies for higher
3 education, institutions of higher education, and other pub-
4 lic and private nonprofit agencies, organizations, and insti-
5 tutions to carry out subsection (b).

6 “(b) ACTIVITIES.—The Secretary—

7 “(1) may support activities of national signifi-
8 cance that are not supported through other sources
9 and that the Secretary determines will contribute to
10 the improvement of teaching and school leadership
11 in the Nation’s schools, such as—

12 “(A) supporting collaborative efforts by
13 States, or consortia of States, to review and
14 benchmark the quality, rigor, and alignment of
15 State standards and assessments;

16 “(B) supporting collaborative efforts by
17 States, or consortia of States, to develop per-
18 formance-based systems for assessing content
19 knowledge and teaching skills prior to full
20 teacher licensure;

21 “(C) efforts to increase the portability of
22 teacher pensions and reciprocity of teaching
23 credentials across State lines; and

24 “(D) research, evaluation, and dissemina-
25 tion activities related to effective strategies for

1 increasing the portability of teachers' credited
2 years of experience across State and local edu-
3 cational agency lines;

4 “(2) may support activities of national signifi-
5 cance that the Secretary determines will contribute
6 to the recruitment and retention of fully qualified
7 teachers and principals in high-poverty local edu-
8 cational agencies and low-performing local edu-
9 cational agencies, such as—

10 “(A) providing States with assistance in
11 the development of alternative certification pro-
12 grams that lead to certification within 2 years
13 and require applicants to meet the same stand-
14 ards and pass the same tests as other appli-
15 cants;

16 “(B) the development and implementation
17 of a national teacher recruitment clearinghouse
18 and job bank, which shall be coordinated and,
19 to the extent feasible, integrated with the Amer-
20 ica's Job Bank administered by the Secretary
21 of Labor—

22 “(i) to disseminate information and
23 resources nationwide on entering the
24 teaching profession to persons interested in
25 becoming teachers;

1 “(ii) to serve as a national resource
2 center for effective practices in teacher re-
3 cruitment and retention;

4 “(iii) to link prospective teachers to
5 local educational agencies and training re-
6 sources with particular attention to high-
7 poverty local educational agencies and low-
8 performing local educational agencies with
9 critical teacher shortages; and

10 “(iv) to provide information and tech-
11 nical assistance to prospective teachers
12 about certification and other State and
13 local requirements related to teaching; and

14 “(C) the development and implementation,
15 or expansion, of programs that recruit talented
16 individuals to become principals, including such
17 programs that employ alternative routes to
18 State certification, and that prepare both new
19 and experienced principals to serve as instruc-
20 tional leaders, which may include the creation
21 and operation of a national center for the prep-
22 aration and support of principals as leaders of
23 school reform; and

24 “(3) may support the National Board for Pro-
25 fessional Teaching Standards.

1 **“SEC. 2032. PROFESSIONAL DEVELOPMENT FOR PRIN-**
2 **CIPALS AS LEADERS OF SCHOOL REFORM.**

3 “(a) COMPETITIVE GRANTS.—The Secretary may re-
4 serve not more than 5 percent of the amount appropriated
5 under section 2003(b) for competitive grants to eligible
6 partnerships—

7 “(1) consisting of—

8 “(A) one or more institutions of higher
9 education that provide professional development
10 for principals and other school administrators;
11 and

12 “(B) one or more local educational agen-
13 cies; and

14 “(2) that may include other entities, agencies,
15 and organizations, such as a State educational agen-
16 cy, a State agency for higher education, or profes-
17 sional organizations for principals, administrators,
18 teachers, and parents.

19 “(b) APPLICATION.—An eligible partnership that de-
20 sires to receive a grant under this section shall submit an
21 application at such time, in such form, and containing
22 such information as the Secretary may require. Each such
23 application shall include—

24 “(1) a description of the activities the partner-
25 ship will carry out to meet the purpose of this part;

1 “(2) a description of how those activities will
2 build on and be coordinated with other professional
3 development activities, including activities under this
4 title and title II of the Higher Education Act of
5 1965;

6 “(3) a description of how principals, teachers,
7 and other interested parties were involved in devel-
8 oping the application and will be involved in plan-
9 ning and carrying out the activities under this sec-
10 tion; and

11 “(4) a description of how the professional devel-
12 opment will result in the acquisition of a license, de-
13 gree, or continuing education unit.

14 “(c) USE OF FUNDS.—An eligible partnership that
15 receives a grant under this section shall use the grant
16 funds to provide professional development to principals
17 and other school administrators to enable them to be effec-
18 tive school leaders and prepare all students to achieve to
19 challenging State content and student performance stand-
20 ards, including professional development on—

21 “(1) comprehensive school reform;

22 “(2) leadership skills;

23 “(3) recruitment, assignment, retention and
24 evaluation of teacher and other instructional staff;

25 “(4) State content standards;

- 1 “(5) effective instructional practice;
2 “(6) using smaller classes effectively; and
3 “(7) parental and community involvement.

4 **“SEC. 2033. SCHOOL TECHNOLOGY CENTERS.**

5 “(a) COMPETITIVE GRANTS.—The Secretary may re-
6 serve not more than 5 percent of the amount appropriated
7 under section 2003(b) for competitive grants to eligible
8 partnerships consisting of—

9 “(1) one or more institutions of higher edu-
10 cation;

11 “(2) one or more technology-deficient local edu-
12 cational agencies or schools;

13 “(3) one or more technology-proficient local
14 educational agencies or schools; and

15 “(4) such other entities, agencies, and organiza-
16 tions, such as a State educational agency, a State
17 agency for higher education, nonprofit organizations,
18 or businesses, as the partners described in para-
19 graphs (1), (2), and (3) determine to be appropriate.

20 “(b) APPLICATION.—An eligible partnership that de-
21 sires to receive a grant under this section shall submit an
22 application at such time, in such form, and containing
23 such information as the Secretary may require. Each such
24 application shall include—

1 “(1) a description of the activities the partner-
2 ship will carry out under this section;

3 “(2) a description of how the partners will work
4 together to build the capacity to use technology to
5 improve teaching and learning in the partners de-
6 scribed in subsection (a)(2); and

7 “(3) a description of the goals of each partner
8 and how progress toward those goals will be meas-
9 ured.

10 “(c) USE OF FUNDS.—An eligible partnership that
11 receives a grant under this section shall use the grant
12 funds to develop or expand a technology center serving
13 the partners described in subsection (a)(2).

14 “SEC. 2034. EISENHOWER NATIONAL CLEARINGHOUSE FOR
15 MATHEMATICS AND SCIENCE EDUCATION.

“(a) ESTABLISHMENT OF CLEARINGHOUSE.—The Secretary shall award a competitive grant or contract to establish the Eisenhower National Clearinghouse for Mathematics and Science Education (hereafter in this section referred to as the ‘Clearinghouse’).

21 “(b) AUTHORIZED ACTIVITIES.—

22 “(1) APPLICATION AND AWARD BASIS.—

23 “(A) IN GENERAL.—Each entity desiring
24 to establish and operate the Clearinghouse shall
25 submit an application to the Secretary at such

1 time, in such manner, and containing such in-
2 formation as the Secretary may require.

3 “(B) PEER REVIEW.—The Secretary shall
4 establish a peer review process to make rec-
5 ommendations on the recipient of the award for
6 the Clearinghouse.

7 “(C) MERIT.—The Secretary shall make
8 the award for the Clearinghouse on the basis of
9 merit.

10 “(2) DURATION.—The Secretary shall award
11 the grant or contract for the Clearinghouse for a pe-
12 riod of 5 years.

13 “(3) ACTIVITIES.—The award recipient shall
14 use the award funds to—

15 “(A) maintain a permanent collection of
16 such mathematics and science education in-
17 structional materials and programs for elemen-
18 tary and secondary schools as the Secretary
19 finds appropriate, with a priority for such mate-
20 rials and programs that have been identified as
21 promising or exemplary, through a systematic
22 approach such as the use of expert panels re-
23 quired under the Educational Research, Devel-
24 opment, Dissemination, and Improvement Act
25 of 1994;

1 “(B) disseminate the materials and pro-
2 grams described in paragraph (1) to the public,
3 State educational agencies, institutions of high-
4 er education, local educational agencies, and
5 schools (particularly high-poverty, low-perform-
6 ing schools), including through the maintenance
7 of an interactive national electronic information
8 management and retrieval system accessible
9 through the Worldwide Web and other ad-
10 vanced communications technologies;

11 “(C) coordinate with other databases con-
12 taining mathematics and science curriculum
13 and instructional materials, including Federal,
14 non-Federal, and, where feasible, international
15 databases;

16 “(D) support the development and dissemi-
17 nation of model professional development mate-
18 rials in mathematics and science education;

19 “(E) contribute materials or information,
20 as appropriate, to other national repositories or
21 networks; and

22 “(F) gather qualitative and evaluative data
23 on submissions to the Clearinghouse, and dis-
24 seminate that data widely, including through
25 the use of electronic dissemination networks.

1 “(4) SUBMISSION TO CLEARINGHOUSE.—Each
2 Federal agency or department that develops mathe-
3 matics or science education instructional materials
4 or programs, including the National Science Foun-
5 dation and the Department, shall submit copies of
6 that material and those programs to the Clearing-
7 house.

8 “(5) STEERING COMMITTEE.—The Secretary
9 may appoint a steering committee to recommend
10 policies and activities for the Clearinghouse.

11 “(6) APPLICATION OF COPYRIGHT LAWS.—

12 “(A) IN GENERAL.—Nothing in this sec-
13 tion shall be construed to allow the use or copy-
14 ing, in any medium, of any material collected by
15 the Clearinghouse that is protected under the
16 copyright laws of the United States unless the
17 permission of the owner of the copyright is ob-
18 tained.

19 “(B) COMPLIANCE.—In carrying out this
20 section, the Clearinghouse shall ensure compli-
21 ance with title 17 of the United States Code.

1 **“SEC. 2035. DISSEMINATION OF INFORMATION ON RE-**
2 **SEARCH-BASED PROFESSIONAL DEVELOP-**
3 **MENT.**

4 “The Secretary shall gather and disseminate infor-
5 mation related to comprehensive, research-based profes-
6 sional development, in the core academic subjects other
7 than math and science, including business.

8 **“SEC. 2036. SCHOOL COUNSELING PROGRAM.**

9 “(a) IN GENERAL.—The Secretary may award grants
10 under this section to establish or expand elementary and
11 secondary school counseling programs.

12 “(b) PRIORITY.—In awarding grants under this sec-
13 tion, the Secretary shall give special consideration to appli-
14 cations describing programs that—

15 “(1) demonstrate the greatest need for new or
16 additional counseling services among the children in
17 the elementary and secondary schools served by the
18 applicant;

19 “(2) propose the most promising and innovative
20 approaches for initiating or expanding elementary
21 and secondary school counseling; and

22 “(3) show the greatest potential for replication
23 and dissemination.

24 **“SEC. 2037. HOLOCAUST EDUCATION.**

25 “(a) COMPETITIVE GRANTS.—The Secretary may re-
26 serve not more than 5 percent of the amount appropriated

1 under section 2003(b) for competitive grants to eligible
2 Holocaust educators to carry out activities described in
3 this section.

4 “(b) APPLICATIONS.—To be eligible to receive a
5 grant under this section, an eligible Holocaust educator
6 shall submit an application to the Secretary at such time,
7 in such form, and containing such information as the Sec-
8 retary may reasonably require and contain a specific and
9 detailed description of the Holocaust education program
10 for which the grant will be used.

11 “(c) USE OF FUNDS.—A Holocaust educator receiv-
12 ing a grant under this section shall use such grant to carry
13 out a Holocaust education program that—

14 “(1) has as its specific and primary purpose the
15 improvement in awareness and understanding of the
16 Holocaust among elementary and secondary school
17 students; and

18 “(2) to achieve such purpose, furnishes at a
19 school or Holocaust education center—

20 “(A) 1 or more classes, seminars, or con-
21 ferences;

22 “(B) educational materials;

23 “(C) teaching training; and

1 “(D) any good or service designed to im-
2 prove awareness and understanding of the Hol-
3 ocaust.

4 **“SEC. 2038. RURAL TEACHERS.**

5 “(a) COMPETITIVE GRANTS.—The Secretary may re-
6 serve not more than 5 percent of the amount appropriated
7 under section 2003(b) for competitive grants to eligible
8 rural local educational agencies to carry out activities de-
9 scribed under this section.

10 “(b) APPLICATIONS.—To be eligible to receive a
11 grant under this section, an eligible rural local educational
12 agency shall submit an application to the Secretary at
13 such time, in such form, and containing such information
14 as the Secretary may reasonably require.

15 “(c) USE OF FUNDS.—An eligible rural local edu-
16 cational agency that receives a grant under this section
17 may use such funds to develop incentive programs—

18 “(1) to recruit and retain fully qualified teach-
19 ers; and

20 “(2) to provide high quality professional devel-
21 opment to teachers.

1 **“PART B—TRANSITION OF CAREER-CHANGING**
2 **PROFESSIONALS TO TEACHING; TROOPS TO**
3 **TEACHERS**

4 **“SEC. 2101. FINDINGS.**

5 “The Congress finds as follows:

6 “(1) School districts will need to hire more than
7 2,000,000 teachers during the first decade of the
8 21st century.

9 “(2) The need for teachers in the areas of
10 math, science, foreign languages, special education,
11 and bilingual education, and for teachers able to
12 teach in high-poverty school districts, will be particu-
13 larly high. To meet this need, talented Americans of
14 all ages should be recruited to become successful,
15 qualified teachers.

16 “(3) Nearly 13 percent of teachers of academic
17 subjects have neither an undergraduate major nor
18 minor in their main assignment fields. This problem
19 is most acute in high-poverty local educational agen-
20 cies, where the out-of-field teaching percentage is 22
21 percent.

22 “(4) The Third International Math and Science
23 Study (TIMSS) ranked United States high school
24 seniors last among 16 countries in physics and next
25 to last in math. It is also evident, mainly from the
26 TIMSS data, that based on academic scores, a

1 stronger emphasis needs to be placed on the aca-
2 demic preparation of our children in math and
3 science.

4 “(5) One-fourth of high-poverty local edu-
5 cational agencies find it very difficult to fill bilingual
6 teaching positions, and nearly half of public school
7 teachers have students in their classrooms for whom
8 English is a second language.

9 “(6) Many career-changing professionals with
10 strong content-area skills are interested in a teach-
11 ing career, but they need assistance in getting the
12 appropriate pedagogical training and classroom ex-
13 perience.

14 “(7) The teacher placement program known as
15 the ‘troops-to-teachers program’, which was estab-
16 lished by the Secretary of Defense and the Secretary
17 of Transportation under section 1151 of title 10,
18 United States Code, has been highly successful in
19 securing high-quality teachers for teaching positions
20 in high-poverty local educational agencies.

21 **“SEC. 2102. PURPOSE.**

22 “The purpose of this part is to address the need of
23 local educational agencies that are high-poverty local edu-
24 cational agencies or low-performing local educational
25 agencies for fully qualified teachers in particular subject

1 areas, such as mathematics, science, foreign languages, bi-
2 lingual education, and special education, by—

3 “(1) continuing and enhancing the troops-to-
4 teachers program for recruiting and supporting the
5 placement of former members of the Armed Forces
6 as teachers in such local educational agencies; and

7 “(2) recruiting, preparing, placing, and sup-
8 porting career-changing professionals who have
9 knowledge and experience that will help them be-
10 come such teachers.

11 **“SEC. 2103. CONTINUATION AND SUPPORT FOR TROOPS-TO-**
12 **TEACHERS PROGRAM.**

13 “(a) CONTINUATION.—The Secretary may enter into
14 a written agreement with the Secretary of Defense and
15 the Secretary of Transportation, or take such other steps
16 as the Secretary determines are appropriate, to ensure ef-
17 fective continuation of the troops-to-teachers program,
18 notwithstanding the duration of the program specified in
19 section 1151(c)(1)(A) of title 10, United States Code.

20 “(b) SUPPORT.—Before providing any assistance
21 under section 2104 for a fiscal year, the Secretary shall
22 first—

23 “(1) consult with the Secretary of Defense and
24 the Secretary of Transportation regarding the ap-

1 appropriate amount of funding needed to continue and
2 enhance the troops-to-teachers program; and
3 “(2) upon agreement, transfer that amount to
4 the Secretary of Defense to carry out the troops-to-
5 teachers program.

6 **“SEC. 2104. TRANSITION OF CAREER-CHANGING PROFES-**
7 **SIONALS TO TEACHING.**

8 “(a) AUTHORITY TO SUPPORT TRANSITION PRO-
9 GRAMS.—The Secretary may use funds appropriated pur-
10 suant to the authorization of appropriations in section
11 2108 to award grants to, and enter into contracts or coop-
12 erative agreements with, institutions of higher education,
13 including historically Black colleges and universities and
14 Hispanic-serving institutions, and public and private non-
15 profit agencies or organizations to recruit, prepare, place,
16 and support career-changing professionals as teachers in
17 local educational agencies that are high-poverty local edu-
18 cational agencies or low-performing local educational
19 agencies.

20 “(b) APPLICATION.—Each entity described in sub-
21 section (a) that desires assistance under subsection (a)
22 shall submit an application to the Secretary containing
23 such information as the Secretary may require,
24 including—

1 “(1) a description of the target group of career-
2 changing professionals upon which the applicant will
3 focus in carrying out its program under this part,
4 including a description of the characteristics of that
5 target group that shows how the knowledge and ex-
6 perience of its members are relevant to meeting the
7 purpose of this part;

8 “(2) a description of how the applicant will
9 identify and recruit career-changing professionals for
10 its program under this part;

11 “(3) a description of the training that career-
12 changing professionals will receive in the program
13 and how that training will relate to their certifi-
14 cation as teachers;

15 “(4) a description of how the applicant will en-
16 sure that career-changing professionals are placed
17 and teach in high-poverty local educational agencies
18 or low-performing local educational agencies;

19 “(5) a description of the teacher induction serv-
20 ices (which may be provided through existing induc-
21 tion programs) that the career-changing profes-
22 sionals in the program will receive throughout at
23 least their first year of teaching;

24 “(6) a description of how the applicant will col-
25 laborate, as needed, with other institutions, agencies,

1 or organizations to recruit, train, place, and support
2 career-changing professionals under this part, in-
3 cluding evidence of the commitment of those institu-
4 tions, agencies, or organizations to the applicant's
5 program;

6 “(7) a description of how the applicant will
7 evaluate the progress and effectiveness of its pro-
8 gram, including—

9 “(A) the program's goals and objectives;

10 “(B) the performance indicators the appli-
11 cant will use to measure the program's
12 progress; and

13 “(C) the outcome measures that will be
14 used to determine the program's effectiveness;
15 and

16 “(8) an assurance that the applicant will pro-
17 vide to the Secretary such information as the Sec-
18 retary determines necessary to determine the overall
19 effectiveness of programs under this part.

20 **“SEC. 2105. USES OF FUNDS AND PERIOD OF SERVICE.**

21 “(a) AUTHORIZED ACTIVITIES.—Funds provided
22 under section 2104 may be used for—

23 “(1) recruiting career-changing professionals,
24 including informing them of opportunities under the
25 program and putting them in contact with other in-

1 stitutions, agencies, or organizations that would
2 train, place, and support them;

3 “(2) training stipends and other financial incen-
4 tives for career-changing professional in the pro-
5 gram, such as moving expenses, not to exceed
6 \$5,000, in the aggregate, per participant;

7 “(3) assisting institutions of higher education
8 or other providers of teacher training to tailor their
9 training to meet the particular needs of career-
10 changing professionals;

11 “(4) placement activities, including identifying
12 high-poverty, low-performing local educational agen-
13 cies with needs for the particular skills and charac-
14 teristics of the newly trained career-changing profes-
15 sionals and assisting those persons to obtain employ-
16 ment in those local educational agencies; and

17 “(5) post-placement induction or support activi-
18 ties.

19 “(b) PERIOD OF SERVICE.—A career-changing pro-
20 fessional selected to participant in a program under this
21 part who completes his or her training shall serve in a
22 high-poverty local educational agency or a low-performing
23 local educational agency for at least three years.

24 “(c) REPAYMENT.—The Secretary shall establish
25 such requirements as the Secretary determines appro-

1 priate to ensure that career-changing professionals who
2 receive a training stipend or other financial incentive
3 under subsection (a)(2), but who fail to complete their
4 service obligation under subsection (b), repay all or a por-
5 tion of such stipend or other incentive.

6 **“SEC. 2106. EQUITABLE DISTRIBUTION.**

7 “To the extent practicable, the Secretary shall make
8 awards and enter into contracts and cooperative agree-
9 ments under section 2104 to support teacher placement
10 programs for career-changing professionals in different
11 geographic regions of the United States.

12 **“SEC. 2107. AUTHORIZATION OF APPROPRIATIONS.**

13 “For the purpose of carrying out this part, there is
14 authorized to be appropriated to the Secretary
15 \$18,000,000 for each of fiscal years 2001 through 2005.

16 **“PART C—CLASS SIZE REDUCTION**

17 **“SEC. 2201. FINDINGS.**

18 “The Congress finds as follows:

19 “(1) Rigorous research has shown that students
20 attending small classes in the early grades make
21 more rapid educational progress than students in
22 larger classes, and that these achievement gains per-
23 sist through at least the elementary grades.

24 “(2) The benefits of smaller classes are greatest
25 for lower achieving, minority, poor, and inner-city

1 children. One study found that urban fourth-graders
2 in smaller-than-average classes were 3/4 of a school
3 year ahead of their counterparts in larger-than-average
4 classes.

5 “(3) Teachers in small classes can provide stu-
6 dents with more individualized attention, spend more
7 time on instruction and lesson other tasks, cover
8 more material effectively, and are better able to
9 work with parents to further their children’s edu-
10 cation.

11 “(4) Smaller classes allow teachers to identify
12 and work more effectively with students who have
13 learning disabilities and, potentially, can reduce
14 those students’ need for special education services in
15 the later grades.

16 “(5) Students in smaller classes are able to be-
17 come more actively engaged in learning than their
18 peers in large classes.

19 “(6) Efforts to improve educational achieve-
20 ment by reducing class sizes in the early grades are
21 likely to be more successful if—

22 “(A) well-prepared teachers are hired and
23 appropriately assigned to fill additional class-
24 room positions; and

1 “(B) teachers receive intensive, continuing
2 training in working effectively in smaller class-
3 room settings.

4 “(7) Several States have begun a serious effort
5 to reduce class sizes in the early elementary grades,
6 but these actions may be impeded by financial limi-
7 tations or difficulties in hiring well-prepared teach-
8 ers.

9 “(8) The Federal Government can assist in this
10 effort by providing funding for class-size reductions
11 in grades 1 through 3, and by helping to ensure that
12 the new teachers brought into the classroom are well
13 prepared.

14 **“SEC. 2202. PURPOSE.**

15 “The purpose of this part is to help States and local
16 educational agencies recruit, train, and hire 100,000 addi-
17 tional fully qualified teachers over a 7-year period in order
18 to—

19 “(1) reduce class sizes nationally, in grades 1
20 through 3, to an average of 18 students per class-
21 room; and

22 “(2) improve teaching in the early grades so
23 that all students can learn to read independently
24 and well by the end of the third grade.

1 **“SEC. 2203. PROGRAM AUTHORIZED.**

2 “(a) AUTHORIZATION OF APPROPRIATIONS.—For the
3 purpose of carrying out this part, there are authorized to
4 be appropriated, \$1,500,000,000 for fiscal year 2000,
5 \$1,800,000,000 for fiscal year 2001, \$2,100,000,000 for
6 fiscal year 2002, \$2,400,000,000 for fiscal year 2003,
7 \$2,700,000,000 for fiscal year 2004, and \$3,000,000,000
8 for fiscal year 2005.

9 “(b) ALLOTMENTS.—From the amount appropriated
10 under subsection (a) for a fiscal year, the Secretary—

11 “(1) shall make a total of 1 percent available to
12 the Secretary of the Interior (on behalf of the Bu-
13 reau of Indian Affairs) and the outlying areas for
14 activities that meet the purpose of this part; and

15 “(2) shall allot to each State the same percent-
16 age of the remaining funds as the percentage it re-
17 ceived of funds allocated to States for the previous
18 fiscal year under section 1122 or section 2011(c)
19 (or, as applicable, section 2202(b) (as in effect on
20 the day before the date of the enactment of the
21 Smart Classrooms Act)), whichever percentage is
22 greater, except that such allotments shall be ratably
23 decreased as necessary.

24 “(c) WITHIN-STATE DISTRIBUTION.—

25 “(1) IN GENERAL.—Each State that receives an
26 allotment under this section shall distribute the

1 amount of the allotted funds that remain after using
2 funds in accordance with subsection (b)(3) to local
3 educational agencies in the State, of which—

4 “(A) 80 percent of such remainder shall be
5 allocated to such local educational agencies in
6 proportion to the relative number of children,
7 aged 5 to 17, who reside in the jurisdiction
8 served by such local educational agency and are
9 from families with incomes below the poverty
10 line (as defined by the Office of Management
11 and Budget and revised annually in accordance
12 with section 673(2) of the Community Services
13 Block Grant Act (42 U.S.C. 9902(2)) applica-
14 ble to a family of the size involved) for the most
15 recent fiscal year for which satisfactory data is
16 available compared to the number of such indi-
17 viduals who reside in the jurisdictions served by
18 all the local educational agencies in the State
19 for that fiscal year; and

20 “(B) 20 percent of such remainder shall be
21 allocated to such local educational agencies in
22 accordance with the relative enrollments of chil-
23 dren, aged 5 to 17, in public and private non-
24 profit elementary schools and secondary schools

1 in the jurisdictions within the boundaries of
2 such agencies.

3 “(2) AWARD RULE.—Notwithstanding para-
4 graph (1), if the award to a local educational agency
5 under this section is less than the starting salary for
6 a new teacher in that agency, the State shall not
7 make the award unless—

8 “(A) the local educational agency agrees to
9 form a consortium with not less than 1 other
10 local educational agency for the purpose of re-
11 ducing class size;

12 “(B) the local educational agency agrees to
13 supplement the award with non-Federal funds
14 sufficient to pay the cost of hiring a teacher; or

15 “(C) the local educational agency agrees to
16 use the funds for professional development re-
17 lated to teaching smaller classes.

18 **“SEC. 2204. USE OF FUNDS.**

19 “(a) IN GENERAL.—Each local educational agency
20 that receives funds under this part shall use such funds
21 to carry out effective approaches to reducing class size
22 with fully qualified teachers to improve educational
23 achievement for both regular and special-needs children,
24 with particular consideration given to reducing class size

1 in the early elementary grades for which research has
2 shown class size reduction is most effective.

3 “(b) CLASS REDUCTION.—

4 “(1) IN GENERAL.—Each such local educational
5 agency may pursue the goal of reducing class size
6 through—

7 “(A) recruiting, hiring, and training fully
8 qualified regular and special education teachers
9 and teachers of special-needs children;

10 “(B) testing new teachers for academic
11 content knowledge, and to meet the State quali-
12 fications and licensing criteria in the areas in
13 which they teach; and

14 “(C) providing professional development to
15 teachers, including special education teachers
16 and teachers of special-needs children.

17 “(2) RESTRICTION(S).—A local educational
18 agency may use not more than a total of 15 percent
19 of the funds received under this part for each of the
20 fiscal years 2000 through 2005, to carry out activi-
21 ties described in subparagraphs (B) and (C) of sec-
22 tion 2204(b)(1).

23 “(3) SPECIAL RULE.—A local educational agen-
24 cy that has already reduced class size in the early

1 grades to 18 or fewer children may use funds re-
2 ceived under this part—

3 “(A) to make further class-size reductions
4 in grades 1 through 3;

5 “(B) to reduce class size in kindergarten
6 or other grades; or

7 “(C) to carry out activities to improve
8 teacher quality, including providing—

9 “(i) professional development;

10 “(ii) financial incentives to new or vet-
11 eran fully qualified teachers to join the in-
12 structional staff of schools in which at
13 least 50 percent of the students are from
14 low-income families; and

15 “(iii) financial incentives to fully
16 qualified teachers who are currently teach-
17 ing in schools in which at least 50 percent
18 of the students are from low-income fami-
19 lies.

20 “(4) RECRUITMENT.—In order to ensure that it
21 hires only fully qualified teachers, a local educational
22 agency that is having difficulty recruiting such
23 teachers to teach in its schools may use funds under
24 this part to recruit such teachers through the use of

1 incentives such as training stipends and scholar-
2 ships, signing bonuses, and other inducements.

3 “(5) EXISTING PROGRAMS.—A local educational
4 agency that, prior to enactment of this part, is im-
5 plementing a program to reduce average class size in
6 the early grades to not more than 20 children may
7 use funds under this part, in accordance with its
8 terms, as if that local educational agency’s preexist-
9 ing average class size goal were the goal of 18 or
10 fewer children.

11 “(c) SUPPLEMENT NOT SUPPLANT.—A local edu-
12 cational agency shall use funds under this part only to
13 supplement, and not to supplant, State and local funds
14 that, in the absence of such funds, would otherwise be
15 spent for activities under this part.

16 “(d) PROFESSIONAL DEVELOPMENT.—If a local edu-
17 cational agency uses funds made available under this part
18 for professional development activities, the agency shall
19 ensure the equitable participation of private nonprofit ele-
20 mentary and secondary schools in such activities. Sections
21 14503 through 14506 shall not apply to other activities
22 under this section.

23 “(e) ADMINISTRATIVE EXPENSES.—A local edu-
24 cational agency that receives funds under this part may

1 use not more than 3 percent of such funds for local admin-
2 istrative expenses.

3 “(f) CONSORTIA REQUIREMENT.—Notwithstanding
4 subsection (b)(3), if a local educational agency has already
5 reduced class size in the early grades to 18 or fewer chil-
6 dren and intends to use funds provided under this section
7 to carry out professional development activities, including
8 activities to improve teacher quality, then the State shall
9 make the award under subsection (b) to the local edu-
10 cational agency without requiring the formation of a con-
11 sortium.

12 **“SEC. 2205. COST-SHARING REQUIREMENT.**

13 “(a) FEDERAL SHARE.—The Federal share of the
14 cost of activities carried out under this part—

15 “(1) may be up to 100 percent in local edu-
16 cational agencies with child-poverty levels of 50 per-
17 cent or greater; and

18 “(2) shall be no more than 65 percent for local
19 educational agencies with child-poverty rates of less
20 than 50 percent.

21 “(b) LOCAL SHARE.—A local educational agency
22 shall provide the non-Federal share of a project under this
23 part through cash expenditures from non-Federal sources,
24 except that if an agency has allocated funds under section
25 1113(c) to one or more schoolwide programs under section

1 1114, it may use those funds for the non-Federal share
2 of activities under this program that benefit those
3 schoolwide programs, to the extent consistent with section
4 1120A(c) and notwithstanding section 1114(a)(3)(B).

5 **“SEC. 2206. REQUEST FOR FUNDS.**

6 “In order for a local educational agency to receive
7 funds under this part, the local educational agency shall
8 include in the application submitted under section 2017
9 a request for such funds and a description of the agency’s
10 program under this part to reduce class size by hiring ad-
11 ditional fully qualified teachers.

12 **“SEC. 2207. REPORTS.**

13 “Each State educational agency receiving funds
14 under this part shall report on activities in the State under
15 this section as a part of its report under section 2014.”.

16 (b) NATIONAL WRITING PROJECT; SABBATICAL
17 LEAVE FOR PROFESSIONAL DEVELOPMENT; GENERAL
18 PROVISIONS.—Title II of such Act is amended by striking
19 part E and inserting the following:

20 **“PART E—NATIONAL WRITING PROJECT**

21 **“SEC. 2301. FINDINGS AND PURPOSES.**

22 “(a) FINDINGS.—Congress finds that—

23 “(1) the United States faces a continuing crisis
24 in writing in schools and in the workplace;

1 “(2) the writing problem has been magnified by
2 the rapidly changing student population, the growing
3 number of at-risk students due to limited English
4 proficiency, the shortage of adequately trained
5 teachers, and the specialized knowledge required of
6 teachers to teach students with special needs who
7 are now part of mainstream classrooms;

8 “(3) nationwide reports from universities and
9 colleges show that entering students are unable to
10 meet the demands of college level writing, almost all
11 2-year institutions of higher education offer remedial
12 writing courses, and three-quarters of public 4-year
13 institutions of higher education and half of all pri-
14 vate 4-year institutions of higher education must
15 provide remedial courses in writing;

16 “(4) American businesses and corporations are
17 concerned about the limited writing skills of both
18 entry-level workers and executives whose promotions
19 are denied due to inadequate writing abilities;

20 “(5) writing is fundamental to learning, includ-
21 ing learning to read, yet writing has been neglected
22 historically in schools and in teacher training institu-
23 tions;

24 “(6) writing is a central feature in State and
25 school district education standards in all disciplines;

1 “(7) since 1973, the only national program to
2 address the writing problem in the Nation’s schools
3 has been the National Writing Project, a network of
4 collaborative university-school programs the goals of
5 which are to improve student achievement in writing
6 and student learning through improving the teaching
7 and uses of writing at all grade levels and in all dis-
8 ciplines;

9 “(8) the National Writing Project is a nation-
10 ally recognized and honored nonprofit organization
11 that improves the quality of teaching and teachers
12 through developing teacher leaders who teach other
13 teachers in summer and school year programs;

14 “(9) evaluations of the National Writing
15 Project document the positive impact the project has
16 had on improving the teaching of writing, student
17 performance in writing, and student learning;

18 “(10) the National Writing Project has become
19 a model for programs to improve teaching in such
20 other fields as mathematics, science, history, reading
21 and literature, performing arts and foreign lan-
22 guages;

23 “(11) each year over 150,000 participants bene-
24 fit from National Writing Project programs in 1 of

1 156 United States sites located in 46 States and the
2 Commonwealth of Puerto Rico; and

3 “(12) the National Writing Project is a cost-ef-
4 fective program and leverages over 6 dollars for
5 every 1 Federal dollar.

6 “(b) PURPOSE.—It is the purpose of this part—

7 “(1) to support and promote the expansion of
8 the National Writing Project network of sites so
9 that teachers in every region of the United States
10 will have access to a National Writing Project pro-
11 gram;

12 “(2) to ensure the consistent high quality of the
13 sites through ongoing review, evaluation and tech-
14 nical assistance;

15 “(3) to support and promote the establishment
16 of programs to disseminate effective practices and
17 research findings about the teaching of writing; and

18 “(4) to coordinate activities assisted under this
19 part with activities assisted under this Act.

20 **“SEC. 2302. AUTHORIZATION.**

21 “(a) AUTHORIZATION.—The Secretary is authorized
22 to make a grant to the National Writing Project (hereafter
23 in this section referred to as the ‘grantee’), a nonprofit
24 educational organization that has as its primary purpose
25 the improvement of the quality of student writing and

1 learning, to improve the teaching and uses of writing to
2 learn in our Nation's classrooms.

3 “(b) REQUIREMENTS OF GRANT.—The grant shall
4 provide that—

5 “(1) the grantee will enter into contracts with
6 institutions of higher education or other nonprofit
7 educational providers (hereafter in this section re-
8 ferred to as ‘contractors’) under which the contrac-
9 tors will agree to establish, operate, and provide the
10 non-Federal share of the cost of teacher training
11 programs in effective approaches and processes for
12 the teaching of writing;

13 “(2) funds made available by the Secretary to
14 the grantee pursuant to any contract entered into
15 under this section will be used to pay the Federal
16 share of the cost of establishing and operating teach-
17 er training programs as provided in paragraph (1);
18 and

19 “(3) the grantee will meet such other conditions
20 and standards as the Secretary determines to be
21 necessary to assure compliance with the provisions
22 of this section and will provide such technical assist-
23 ance as may be necessary to carry out the provisions
24 of this section.

1 “(c) TEACHER TRAINING PROGRAMS.—The teacher
2 training programs authorized in subsection (a) shall—

3 “(1) be conducted during the school year and
4 during the summer months;

5 “(2) train teachers who teach grades kinder-
6 garten through college;

7 “(3) select teachers to become members of a
8 National Writing Project teacher network whose
9 members will conduct writing workshops for other
10 teachers in the area served by each National Writing
11 Project site; and

12 “(4) encourage teachers from all disciplines to
13 participate in such teacher training programs.

14 “(d) FEDERAL SHARE.—

15 “(1) IN GENERAL.—Except as provided in para-
16 graph (2) or (3) and for purposes of subsection (a),
17 the term ‘Federal share’ means, with respect to the
18 costs of teacher training programs authorized in
19 subsection (a), 50 percent of such costs to the con-
20 tractor.

21 “(2) WAIVER.—The Secretary may waive the
22 provisions of paragraph (1) on a case-by-case basis
23 if the National Advisory Board described in sub-
24 section (e) determines, on the basis of financial
25 need, that such waiver is necessary.

1 “(3) MAXIMUM.—The Federal share of the
2 costs of teacher training programs conducted pursu-
3 ant to subsection (a) may not exceed \$100,000 for
4 any one contractor, or \$200,000 for a statewide pro-
5 gram administered by any one contractor in at least
6 five sites throughout the State.

7 “(e) NATIONAL ADVISORY BOARD.—

8 “(1) ESTABLISHMENT.—The National Writing
9 Project shall establish and operate a National Advi-
10 sory Board.

11 “(2) COMPOSITION.—The National Advisory
12 Board established pursuant to paragraph (1) shall
13 consist of—

14 “(A) national educational leaders;

15 “(B) leaders in the field of writing; and

16 “(C) such other individuals as the National
17 Writing Project deems necessary.

18 “(3) DUTIES.—The National Advisory Board
19 established pursuant to paragraph (1) shall—

20 “(A) advise the National Writing Project
21 on national issues related to student writing
22 and the teaching of writing;

23 “(B) review the activities and programs of
24 the National Writing Project; and

1 “(C) support the continued development of
2 the National Writing Project.

3 “(f) EVALUATION.—

4 “(1) IN GENERAL.—The Secretary shall con-
5 duct an independent evaluation by grant or contract
6 of the teacher training programs administered pur-
7 suant to this Act in accordance with section 14701.
8 Such evaluation shall specify the amount of funds
9 expended by the National Writing Project and each
10 contractor receiving assistance under this section for
11 administrative costs. The results of such evaluation
12 shall be made available to the appropriate commit-
13 tees of the Congress.

14 “(2) FUNDING LIMITATION.—The Secretary
15 shall reserve not more than \$150,000 from the total
16 amount appropriated pursuant to the authority of
17 subsection (h) for fiscal year 1994 and the four suc-
18 ceeding fiscal years to conduct the evaluation de-
19 scribed in paragraph (1).

20 “(g) APPLICATION REVIEW.—

21 “(1) REVIEW BOARD.—The National Writing
22 Project shall establish and operate a National Re-
23 view Board that shall consist of—

24 “(A) leaders in the field of research in
25 writing; and

1 “(B) such other individuals as the Na-
2 tional Writing Project deems necessary.

3 “(2) DUTIES.—The National Review Board
4 shall—

5 “(A) review all applications for assistance
6 under this subsection; and

7 “(B) recommend applications for assist-
8 ance under this subsection for funding by the
9 National Writing Project.

10 “(h) AUTHORIZATION OF APPROPRIATIONS.—There
11 are authorized to be appropriated for the grant to the Na-
12 tional Writing Project, \$15,000,000 for fiscal year 2000
13 and such sums as may be necessary for each of fiscal years
14 2001 through 2004.

15 **“PART F—SABBATICAL LEAVE FOR**
16 **PROFESSIONAL DEVELOPMENT**
17 **“SEC. 2351. GRANTS FOR SALARY DURING SABBATICAL**
18 **LEAVE.**

19 “(a) PROGRAM AUTHORIZED.—The Secretary may
20 make grants to State educational agencies and local edu-
21 cational agencies to pay such agencies for one-half of the
22 amount of the salary that otherwise would be earned by
23 an eligible teacher described in subsection (b), if, in lieu
24 of fulfilling the teacher’s ordinary teaching assignment,
25 the teacher completes a course of study described in sub-

1 section (c) during a sabbatical term described in sub-
2 section (d).

3 “(b) ELIGIBLE TEACHERS.—An eligible teacher de-
4 scribed in this subsection is a teacher who—

5 “(1) has been employed for the 3 previous years
6 by a local educational agency that is both a high-
7 poverty local educational agency and a low-perform-
8 ing local educational agency;

9 “(2) has secured from such agency, and any
10 other person or agency whose approval is required
11 under State law, approval to take sabbatical leave
12 for a sabbatical term described in subsection (d);
13 and

14 “(3) has submitted to the agency an application
15 for a subgrant at such time, in such manner, and
16 containing such information as the agency may re-
17 quire, including—

18 “(A) written proof—

19 “(i) of the approval described in para-
20 graph (2); and

21 “(ii) of the teacher’s having been ac-
22 cepted for enrollment in a course of study
23 described in subsection (c); and

24 “(B) assurances that the teacher—

1 “(i) will notify the agency in writing
2 within a reasonable time if the teacher ter-
3 minates enrollment in the course of study
4 described in subsection (c) for any reason;

5 “(ii) in the discretion of the agency,
6 will reimburse to the agency some or all of
7 the amount of the subgrant if the teacher
8 fails to complete the course of study; and

9 “(iii) otherwise will provide the agency
10 with proof of having completed such course
11 of study not later than 60 days after such
12 completion;

13 “(4) has agreed to continue teaching in the
14 high-poverty, low-performing local educational agen-
15 cy for a period of 3 years following the sabbatical;

16 “(5) has agreed to collaborate with other teach-
17 ers of the same subject in the local educational agen-
18 cy following the sabbatical to share the skills and
19 knowledge obtained through the sabbatical; and

20 “(6) has been selected by the agency to re-
21 ceive a subgrant based on the agency’s plan for
22 meeting its classroom needs.

23 “(c) COURSE OF STUDY.—A course of study de-
24 scribed in this subsection is a course of study at an institu-
25 tion of higher education that—

1 “(1) requires not less than one academic semes-
2 ter and not more than one academic year to com-
3 plete;

4 “(2) is open for enrollment for professional de-
5 velopment purposes to an eligible teacher described
6 in subsection (b); and

7 “(3) is designed to improve the classroom
8 teaching of such teachers through academic and
9 child development studies.

10 “(d) SABBATICAL TERM.—A sabbatical term de-
11 scribed in this subsection is a leave of absence from teach-
12 ing duties granted to an eligible teacher for not less than
13 one academic semester and not more than one academic
14 year, during which period the teacher receives—

15 “(1) one-half of the amount of the salary that
16 otherwise would be earned by the teacher, if the
17 teacher had not been granted a leave of absence,
18 from State or local funds made available by a State
19 educational agency or a local educational agency;
20 and

21 “(2) one-half of such amount from Federal
22 funds received by such agency through a grant
23 under this section.

24 “(e) PAYMENTS.—

1 “(1) TO ELIGIBLE TEACHERS.—In making a
2 subgrant to an eligible teacher under this section, a
3 State educational agency or a local educational agen-
4 cy shall agree to pay the teacher, for tax and admin-
5 istrative purposes, as if the teacher’s regular em-
6 ployment and teaching duties had not been sus-
7 pended.

8 “(2) REPAYMENT OF SECRETARY.—A State
9 educational agency or a local educational agency re-
10 ceiving a grant under this section shall agree to pay
11 over to the Secretary the Federal share of any
12 amount recovered by the agency pursuant to sub-
13 section (b)(3)(B)(ii).

14 “(f) FUNDING.—For the purpose of carrying out this
15 section, there are authorized to be appropriated
16 \$20,000,000 for fiscal year 2000 and such sums as may
17 be necessary for fiscal years 2001 through 2004.

18 **“PART G—IMPROVING SPECIAL EDUCATION**

19 **QUALITY**

20 **“SEC. 2401. SPECIAL EDUCATION TEACHER IMPROVEMENT.**

21 “(a) PURPOSE.—The purpose of this section is to
22 provide assistance through part D of the Individuals with
23 Disabilities Education Act (20 U.S.C. 1451 et seq.) to im-
24 prove the quality of instruction provided by special edu-
25 cation teachers and the instructional strategies of other

1 elementary and secondary school teachers who provide
2 education to children with disabilities.

3 “(b) GRANTS TO LOCAL EDUCATIONAL AGENCIES.—
4 The Secretary shall make grants to local educational agen-
5 cies and the outlying areas, and provide funds to the Sec-
6 retary of the Interior, based on the number of children
7 with disabilities who are receiving special education and
8 related services, for the purpose of providing additional
9 funds to carry out—

10 “(1) subpart 1 of part D of the Individuals with
11 Disabilities Education Act (20 U.S.C. 1451 et seq.);
12 and

13 “(2) section 673 of such Act (20 U.S.C. 1473).

14 “(c) AUTHORIZATION OF APPROPRIATIONS.—There
15 are authorized to be appropriated to carry out this section
16 \$500,000,000 for each of fiscal years 2000 through 2004.

17 “(d) DEFINITIONS.—The terms used in this section
18 shall have the meaning given such terms in section 602
19 of the Individuals with Disabilities Education Act (20
20 U.S.C. 1401).

21 “PART H—GENERAL PROVISIONS

22 “SEC. 2451. PERFORMANCE INDICATORS.

23 “(a) MINIMUM INDICATORS.—At a minimum, the in-
24 dicators of program performance under this title, against
25 which recipients of funds under this title shall report their

1 progress in such manner as the Secretary may determine,
2 are the following:

3 “(1) Improvement in student achievement.

4 “(2) Closing of the achievement gap between
5 groups of students.

6 “(3) An increase in the percentage of fully
7 qualified teachers, including teachers from minority
8 and other historically underrepresented groups.

9 “(4) An equalization, between high- and low-
10 poverty schools in a local educational agency, of
11 classes in core academic areas taught by fully quali-
12 fied teachers.

13 “(5) An increase in the percentage of new
14 teachers receiving support during their first 3 years
15 of teaching.

16 “(6) An increase in the percentage of teachers
17 participating in high-quality professional develop-
18 ment.

19 “(7) An increase in the percentage of para-
20 professionals enrolled in certification programs.

21 “(8) A decrease in the average class size.

22 **“SEC. 2452. DEFINITIONS.**

23 “As used in this title:

1 “(1) CAREER-CHANGING PROFESSIONAL.—The
2 term ‘career-changing professional’ means a person
3 who—

4 “(A) holds at least a baccalaureate degree;

5 “(B) demonstrates a commitment to
6 changing the person’s current professional ca-
7 reer and becoming a teacher; and

8 “(C) has knowledge and experience that is
9 relevant to teaching a high-need subject area in
10 a high-poverty local educational agency.

11 “(2) CORE ACADEMIC SUBJECTS.—The term
12 ‘core academic subjects’ means—

13 “(A) mathematics;

14 “(B) science;

15 “(C) reading (or language arts) and
16 English;

17 “(D) social studies (history, civics/govern-
18 ment, geography, and economics);

19 “(E) foreign languages; and

20 “(F) fine arts (music, dance, drama, and
21 the visual arts).

22 “(3) ELIGIBLE RURAL LOCAL EDUCATIONAL
23 AGENCY.—The term ‘eligible rural local educational
24 agency’ means a local educational agency—

1 “(A) that is not located in a metropolitan
2 statistical area, as defined by the Census Bu-
3 reau; and

4 “(B) in which 20 percent or more of the
5 children, aged 5 to 17, served by such agency
6 are from families with incomes below the pov-
7 erty line (as defined by the Office of Manage-
8 ment and Budget and revised annually in ac-
9 cordance with section 673(2) of the Community
10 Services Block Grant Act (42 U.S.C. 9902(2)))
11 applicable to a family of the size involved for
12 the most recent fiscal year for which satisfac-
13 tory data are available.

14 “(4) FULLY QUALIFIED.—The term ‘fully
15 qualified’—

16 “(A) when used with respect to an elemen-
17 tary or secondary school teacher, means that
18 the teacher has obtained certification or passed
19 the State licensing exam and holds a license;
20 and

21 “(B) when used with respect to—

22 “(i) an elementary school teacher,
23 means that the teacher holds a bachelor’s
24 degree and demonstrates general knowl-
25 edge, teaching skill, and subject matter

1 knowledge required to teach at the elemen-
2 tary school level the academic subjects de-
3 scribed in subparagraphs (A) through (D)
4 of paragraph (2); or

5 “(ii) a middle or secondary school
6 teacher, means that the teacher holds a
7 bachelor’s degree and demonstrates a high
8 level of competency in all subject areas in
9 which he or she teaches through—

10 “(I) a high level of performance
11 on a rigorous academic subject area
12 test; or

13 “(II) completion of an academic
14 major in each of the subject areas in
15 which he or she provides instruction.

16 “(5) HIGH-POVERTY LOCAL EDUCATIONAL
17 AGENCY.—The term ‘high-poverty local educational
18 agency’ means a local educational agency in which—

19 “(A) the percentage of children, ages 5 to
20 17, from families with incomes below the pov-
21 erty line (as defined by the Office of Manage-
22 ment and Budget and revised annually in ac-
23 cordance with section 673(2) of the Community
24 Services Block Grant Act (42 U.S.C. 9902(2)))
25 applicable to a family of the size involved for

1 the most recent fiscal year for which satisfac-
2 tory data are available is 33 percent or greater;
3 or

4 “(B) the number of such children exceeds
5 10,000.

6 “(6) HOLOCAUST EDUCATOR.—The term ‘Holo-
7 caust educator’ means a school, Holocaust education
8 center, or any other person or entity providing edu-
9 cation about the Holocaust.

10 “(7) LOW-PERFORMING LOCAL EDUCATIONAL
11 AGENCY.—The term ‘low-performing local edu-
12 cational agency’ means—

13 “(A) a local educational agency that in-
14 cludes a school identified by the agency for
15 school improvement under section 1116(c); or

16 “(B) a local educational agency that in-
17 cludes a school in which at least 50 percent of
18 the students fail to meet State student perform-
19 ance standards based on assessments the agen-
20 cy is using under part A of title I.

21 “(8) PROFESSIONAL DEVELOPMENT.—The
22 term ‘professional development’ means sustained and
23 intensive activities that improve teachers’ content
24 knowledge and teaching skills and that—

1 “(A) enhance the ability of teachers to help
2 all students, including females, minorities, chil-
3 dren with disabilities, children with limited
4 English proficiency and economically disadvan-
5 taged children, reach high State and local con-
6 tent and student performance standards;

7 “(B) advance teacher understanding of one
8 or more of the core academic subject areas and
9 effective instructional strategies for improving
10 student achievement in those areas, including
11 technology;

12 “(C) are directly related to the subject
13 area in which the teacher provides instruction;

14 “(D) are of sufficient duration to have a
15 positive and lasting impact on classroom in-
16 struction;

17 “(E) are an integral part of broader school
18 and district-wide plans for raising student
19 achievement to State and local standards;

20 “(F) are aligned with State content and
21 student performance standards;

22 “(G) are based on the best available re-
23 search on teaching and learning;

24 “(H) include professional development ac-
25 tivities that involve collaborative groups of

1 teachers and administrators from the same
2 school or district, institutions of higher edu-
3 cation, and, to the greatest extent possible, in-
4 clude follow-up and school-based support such
5 as coaching or study groups; and

6 “(I) as a whole, are regularly evaluated for
7 their impact on increased teacher effectiveness
8 and improved student achievement, with the
9 findings of such evaluations used to improve the
10 quality of professional development.

11 “(9) TECHNOLOGY DEFICIENT.—The term
12 ‘technology deficient’, when used with respect to a
13 local educational agency or a school, means that the
14 agency or school does not possess the equipment,
15 networking, or skills to use technology to enhance
16 teaching and learning.

17 “(10) TECHNOLOGY PROFICIENT.—The term
18 ‘technology proficient’, when used with respect to a
19 local educational agency or a school, means that the
20 agency or school possesses the equipment, net-
21 working, and skills to use technology to enhance
22 teaching and learning.

23 “(11) TROOPS-TO-TEACHERS PROGRAM.—The
24 term ‘troops-to-teachers program’ means the teach-
25 ers and teachers’ aide placement program for sepa-

1 rated members of the Armed Forces that was estab-
2 lished by the Secretary of Defense, and the Sec-
3 retary of Transportation with respect to the Coast
4 Guard, under section 1151 of title 10, United States
5 Code.

6 “(12) UNQUALIFIED TEACHER.—The term ‘un-
7 qualified teacher’ means a teacher who is not fully
8 qualified.”.

9 (c) CONFORMING AMENDMENTS.—

10 (1) NATIONAL WRITING PROJECT.—Part K of
11 title X of the Elementary and Secondary Education
12 Act of 1965 (20 U.S.C. 8331 et seq.) is repealed.

13 (2) REFERENCE TO NATIONAL CLEARINGHOUSE
14 FOR MATHEMATICS AND SCIENCE EDUCATION.—Sec-
15 tion 13302(1) of the Elementary and Secondary
16 Education Act of 1965 (20 U.S.C. 8672(1)) is
17 amended by striking “2102(b)” and inserting
18 “2032(b)”.

19 (3) DEFINITION OF COVERED PROGRAM.—Sec-
20 tion 14101(10)(C) of the Elementary and Secondary
21 Education Act of 1965 (20 U.S.C. 8801(10)(C)) is
22 amended by striking “(other than section 2103 and
23 part D)” and inserting “(other than subpart 3 of
24 part A)”.

1 (4) PRIVATE SCHOOL PARTICIPATION.—Section
2 14503(b)(1)(B) (20 U.S.C. 8893(b)(1)(B)) of such
3 Act is amended by striking “(other than section
4 2103 and part D of such title)”.

5 **SEC. 3. READING EXCELLENCE ACT.**

6 Section 2260(a) of the Elementary and Secondary
7 Education Act of 1965 (20 U.S.C. 6661i(a)) is amended
8 by adding at the end the following:

9 “(3) FISCAL YEARS 2001 TO 2004.—There are
10 authorized to be appropriated to carry out this part
11 \$286,000,000 for fiscal year 2001 and such sums as
12 may be necessary for fiscal years 2002 through
13 2004.”.